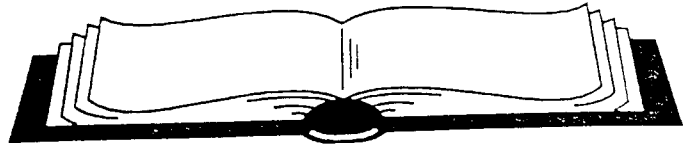


## NEW JERSEY

2000-2001  
Guidelines and  
Application**BEST  
PRACTICES****Deadline for Application to County Office:  
NOVEMBER 27, 2000**

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	<u>Gifted and Talented Programs</u>	(Application is limited to one category. See page 3 for details.)
Practice Name	<u>Remembering Our Fallen Heroes-Vietnam</u>	
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)

County	<u>Hunterdon</u>		
District (Proper Name)	<u>Flemington-Raritan School District</u>		
Address	Street P. O. Box <u>50 Court Street</u>		
	<u>City Flemington, New Jersey 08822</u>	Zip Code	
Telephone	Fax <u>908-284-7518</u> Email		
Chief School Administrator	<u>Dr. Jack Farr</u>		
Nominated School #1 (Proper Name)	<u>Reading-Fleming Middle School</u>		
Address	50 Court Street		
	Street P. O. Box		
	<u>City Flemington, New Jersey 08822</u>	Zip Code	
Telephone	<u>908-782-8070</u>	Fax <u>908-284-7518</u>	Email
Principal	<u>Mr. Bernard Baggs</u>		
Program Developer(s)	<u>Dr. Evelyn Van Nuys</u>		
Application Prepared By	<u>Dr. Evelyn Van Nuys</u>		
Chief School Administrator's or Charter School Lead Person's Signature			

<b>FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY</b>	
Approved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	County Superintendent's Signature <u></u>

NEW JERSEY STATE DEPARTMENT OF EDUCATION

**NEW JERSEY  
BEST PRACTICES  
2000-2001 APPLICATION**

**Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.**

1. **RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
3. Application must be **keyboarded** on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. (This sentence is in twelve-point Times New Roman.)
4. **KEYBOARDED RESPONSES** to all the statements below must be no more than a total of four pages. Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
5. The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
7. The original and seven copies of the application must be submitted to the county superintendent of schools by **November 27, 2000**, with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
<b>Type of School</b>	<b>Grade Levels</b>	<b>Practice Name</b> <u>Remembering Our Fallen Heroes-Vietnam</u>
<input type="checkbox"/> Elementary School		<b>Number of Schools with Practice</b> <u>1</u>
<input checked="" type="checkbox"/> Middle School	<u>6-8</u>	<b>Number of Districts with Practice</b> _____
<input type="checkbox"/> Junior High School		<b>Location</b> <input type="checkbox"/> Urban City <input type="checkbox"/> Suburban With Urban Characteristics
<input type="checkbox"/> High School		<input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Small City Town <input type="checkbox"/> Rural
<input type="checkbox"/> Other: _____		

Check the <b>ONE CATEGORY</b> into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input checked="" type="checkbox"/> Assessment/Evaluation	<input checked="" type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages
	<input type="checkbox"/> Public Engagement	
	(family involvement and partnerships with business, community, school districts, and/or higher education)	

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,\* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

\*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>

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## REMEMBERING OUR FALLEN HEROES—VIETNAM

1. **Describe the practice proposed for recognition and list its objectives. Detail how the practice is innovative and how it promotes high achievement.**

Students in the Gifted and Talented General Program completed a comprehensive study of the Vietnam War. The six phases of this practice will be described in more depth in the following paragraphs.

During the first phase of the project, students studied the facts of the war: Domino Theory, Geneva Peace Conference, Battle of Dien Bien Phu, DMZ, Vietcong, Trouble on Two Fronts, Kent State (1970), TET Offense, Vietnamization of the War, and Peace Without Honor. After learning the factual events of the war, they proceeded to phase two.

Up to this point, America's involvement in the Vietnam War was just words written in a chapter of their history book. The next phase involved Vietnam veterans coming into the school to share their personal experiences. The students learned about bloated bodies on the battlefield, two steppers (poisonous snakes), jungle warfare, and "fields slippery with blood, feces, and urine." Veterans reiterated, "War is hell!" Students also found out that numbers can be deceiving and not always synonymous with reality. (In other words, the number of dead bodies for each side could not determine who was winning.) Most importantly, they realized that war is not glory.

Next, the students found out that sixteen of the men who were killed in Vietnam were from their county. During phase three of this project, the focus was to find out who these men were. To accomplish this, they interviewed the families in the community. They asked such questions as: What school did he attend? What were his hobbies? What was your most memorable event with your son? What was his personality like? In addition, they also collected and read military documents, the MIA reports, newspaper articles, and obituaries. The focus here was that these sixteen men were not going to be forgotten.

During phase four, students went to the computers to write up their research reports. Basically, the reports included two parts. The first part incorporated the military reports, medals, records, and feats of heroism. The second part described the personality of the fallen hero as told by families and friends. The final addition was to select a poem that would further clarify who this young man was.

The fifth phase evolved naturally. Students were so moved by their conversations with vets that they launched a campaign to heal the wounds borne by many, a campaign that culminated with a Vietnam veteran memorial placed on the site of the school property. Students raised money to pay for the memorial, contributing \$600 of their own money, \$2300 donated by members of the community, the school, the Parent Teacher Organization, local businesses, and veteran groups. A 3-foot by 4-foot plaque bearing the names of the sixteen men who served in Vietnam and never returned home was mounted on an 11-ton piece of granite donated by a neighboring quarry.

During the sixth phase, students orchestrated a dedication ceremony to unveil the memorial. They read poems, sang songs, and paid tribute. Invited guests included the entire student body, veterans, families, friends, and dignitaries.

The objectives of this project were as follows: 1. To understand the facts of a difficult war. 2. To realize that war is not glory. 3. To learn how men survive on the battlefield. 4. To realize the far reaching impact of war and its strong emotional overtones and effects. 5. To realize that freedom has a price. 6. To welcome home our Vietnam veterans and become a part of the healing process.

The project was innovative in that it incorporated the concepts of authentic learning. It promoted high student achievement because students had a voice in the learning process. In essence, they cared about what happened and what they learned. An eighth grader, who played taps at the dedication ceremony, probably says its best. She wrote the poem that was inscribed on the plaque. It ends with the lines:

“Now I have found the meaning of it all,  
I am the bugler who stands before many and  
Sixteen souls above.”

- 2. List the specific Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards, addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.**

**Cross-Content Workplace Readiness**

Standard 2: All students will use technology, information, and other tools.

Standard 3: All students will use critical thinking, decision-making and problem solving skills.

Standard 4: All students will demonstrate self-management skills.

Students selected equipment and tools and applied technology to specific tasks. They evaluated data, organized their materials, and used computers to process information. They knew how to allocate time, money, materials, and space. They gathered their information and presented the important parts. They had to decode what was important and what was best left out and then create a final product.

**Visual and Performing Arts**

Standard 1.1: All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

Standard 1.2: All students will refine perceptual, intellectual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

Standard 1.3: All students will utilize arts elements and arts media to produce artistic products and performances.

Standard 1.4: All students will demonstrate knowledge of the process of critique.

The final dedication ceremony was written and performed by students. This included poetry, music, and creative writings. They presented their research to the the audience and the Vietnam Education Center in Holmdel, New Jersey. The plaque itself was designed and critiqued by students. The placement of the rock on the site required aesthetic awareness.

**Language and Arts Literacy**

Standard 3.1: All students will speak for a variety of real purposes and audiences.

Standard 3.2: All students will listen actively in a variety of situations to gather information from a variety of sources.

Standard 3.3: All students will write in clear, concise, organized language that

varies in content and form for different audiences and purposes.

Standard 3.4: All students will read various materials and texts with comprehension and critical analysis.

Standard 3.5: All students will view, understand, and use nontextual information.

For their research reports and performances, students had to use concise language and gather information from a variety of sources. For the performance aspect, they had to take their audience into consideration, which was composed of the families, veterans, dignitaries, and their peers.

### **Social Studies**

Standard 6.3: All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of the world.

Standard 6.5: All students will acquire historical understanding of varying cultures throughout the world.

Standard 6.6: All students will acquire historical understanding of societal ideas and forces throughout the history of the world.

Standard 6.7: All students will acquire geographical understanding by studying the world in spatial terms.

Students learned the politics of a difficult war and the irrelevance of the domino theory. They were shocked that a culture, different from theirs, would attach bombs to women and children. From the veterans, they learned that the Vietnamese did not want democracy. They wanted a place to live and their rice fields.

### **3. Describe the educational needs of students that the practice addresses.**

**Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.**

The destructive aspects of war are difficult to convey to students. While it is extremely important to learn facts, dates, major battles, etc, they cannot fully realize the destruction, damage, and mental and emotional hardships and anguish until they speak with veterans who have been there and families who have lost their loved ones. It is important for students to understand war because they will be the leaders of our future. They need to realize that war is serious business.

The overall goals, objectives and assessment measures are based on the Bernice McCarthy 4-Mat Model. Each quadrant contains objectives, activities, and assessments. These are presented briefly below with appropriate documentation.

#### **Quadrant 1 Right Mode: Create an experience**

Objective: To connect the learner to the experience.

Activities: Students create charts on Vietnam War. They share personal stories. They create bookmarks.

**Assessment:** Participation in discussions. Is it relevant? Did they create the bookmarks and charts? Are they interested?

#### **Quadrant 1 Left Mode: Reflect, analyze experience**

Objective: To deepen the connection to the war. To analyze their charts.

Activities: Students read excerpts from The New Soldier by Thorne and Butler. Students evaluate what is missing on their charts.

**Assessment:** Do the students broaden the parameters of their charts? Are they making in-depth discoveries? Is the matching happening?

**Quadrant 2 Right Mode:** Integrate reflective analysis into a concept

Objective: To take students from their specific personal realities and introduce them to a broader reality.

Activities: Films, photos, poetry, and Vietnam Museum in auditorium.  
Discussions with veterans.

**Assessment:** Do they examine the articles. Do they ask good questions? Does the conversation flow? What is the quality of the discussion?

**Quadrant 2 Left Mode:** Develop concepts, skills

Objective: To give the facts of the war.

Activities: Lectures.

**Assessment:** Participation and note taking. Is feedback happening?

**Quadrant 3 Left Mode:** Practice defined givens

Objective: Students give back the information they have been given.

Activities: Worksheets, mind maps, and graphic organizers.

**Assessment:** Quizzes and Tests. At the gate assessment.

**Quadrant 3 Right Mode:** Practice and add something of oneself.

Objective: The Problem Solving Loop

Activities: Interviews with families. Collecting of military data. Designing of a memorial. Writing up of reports.

**Assessment:** Research reports. Memorial design. Problem solving loop.

**Quadrant 4 Left Mode:** Analyze application for relevance/usefulness.

Objective: To edit and evaluate reports and products.

Activities: Students complete final critiques

**Assessment:** Is there a finished product? Does it have quality? Is it appropriate? Did projects meet their criteria?

**Quadrant 4 Right Mode:** Doing it and applying it to new more complex experiences.

Objective: Students demonstrate what they have learned.

Activities: They create an assembly and dedicate the memorial.

**Assessment:** Self-assessment. Evaluation of performance and program.

4. **Describe how you would replicate the practice in another school and/or district.**

This project can be easily replicated in another district. Basically, there are six phases. During phase one, the students learn the facts in the history book. For phase two, Vietnam veterans are invited into the school to share their experiences. For phase three, students need to look up the veterans who were killed in their community. They need to do interviews, check back newspapers, and collect the military data. During phase four, they write up their research. Phase five includes the creation of some kind of memorial so that they are part of the healing process. Phase six is the dedication component of the entire study. There can be a lot of flexibility within these six phases. For example, for the memorial part of phase five, students could create a museum. I would like to end with the final quote of the students' program: "What is essential does not die but clarifies," wrote Thornton Wilder. "The greatest tribute to the dead is not grief but gratitude." Students sent all sixteen families video copies of the memorial program.